the correct orientation associated with them for the first time, it will take a little training to be able to associate the appropriate phoneme with the identified symbol using attentive vision and the left side of their brains before they will be able to read a their peers' level. This process however is much easier than the approach they have been using which is to use pre-attentive vision and their right side of their brains and transferring this information to the left side of the brains to be used with speech, spelling and language functions.

While the preferred embodiments have been shown and described, it will be understood that there is no intent to limit the invention by such disclosure, but rather, is intended to cover all modifications and alternate constructions falling within the spirit and scope of the invention as defined in the appended claims.

CLAIMS

1. A method for training or testing vision, comprising the following steps:

creating a three-dimensional environment including at least two objects of shape, including a first object and a second object, situated before a background;

positioning the first object and the second object to produce either movement cues, color cues or depth cues; and

viewing the three dimensional environment and studying the response of an individual to viewing the three dimensional environment.

2. The method of claim 1 wherein the space between the first object and the second object is beyond the horizontal angular extent an individual is able to foveat using attentive vision;

3. The method according to claim 2, wherein the horizontal angular extent is 2 degrees of the entire width field viewed by the individual.

4. The method according to claim 2, wherein the first object and the second object are positioned to produce depth cues by varying the depth range difference between the first object and the second object.

5. The method according to claim 2, further including the step of using sound, touch or smell.

6. The method according to claim 4, wherein the depth cues are provide within a range of a pre-attentive depth perception limit.

7. The method according to claim 6, wherein the pre-attentive depth perception limit is approximately 3 arcmin.

8. The method according to claim 4, further including the step of varying the textural contrast between the background and the first and second objects.

9. The method according to claim 8, wherein the step of varying includes varying textural spatial frequency

10. The method according to claim 8, wherein the step of varying includes varying color composition.

11. The method according to claim 8, wherein the step of varying includes varying edge fidelity.

12. The method according to claim 8, wherein the step of varying includes varying noise.

13. The method according to claim 2, further including the step of varying the textural contrast between the background and the first and second objects.

14. The method according to claim 2, wherein the background includes variations.

15. The method according to claim 1, wherein the method is applied in the treatment of dyslexia.

16. The method according to claim 15, wherein the step of studying includes applying the preceding steps to teach individuals to utilize pre-attentive vision in reading.

17. The method according to claim 15, wherein applying includes calibrating attentive vision for orientation determination by transitioning the correctly determined orientation of the pre-attentive vision to the attentive vision of the foveal region.

18. The method according to claim 15, wherein the first object and the second object are similarly shaped, but oriented differently.

19. The method according to claim 15, wherein depth cues and color cues are applied.